

IMPLEMENTATION OF GUIDANCE GROUPS SERVICE AND GROUP COUNSELING AND CONSTRAINTS (Studies in SMP Negeri Padang Panjang)

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Abstract

This research was based on the problems not having been optimal implementation of group counseling services and group counseling by teacher guidance and counseling in schools. Service group counseling and group counseling are held on average only 2-3 groups each semester, and the implementation is still monotonous. So that has not figured in developing optimal and handle KES KES-T students as a golden generation. The purpose of this study is to see how the skills of guidance and counseling teachers or counselors in implementing guidance services group and group counseling, see service planning and realization of group counseling services as planned, as well as constraints. The results showed that; The first skills guidance and counseling teachers or counselors in implementing guidance services and group counseling groups most (58%) are in the category of low and very low, 35% moderate and only 5% are at a very high category. Both guidance and counseling teachers plan activities group counseling services and group counseling refers to the number of students not foster them, so that the plan that is prepared is not ideal. Third realization of group guidance and counseling services planned group has not been implemented to the fullest realization means at most 60% and at least 20% and some even did not take place at all. Fourth among causes of failure in the service group counseling and group counseling is still low skills teacher guidance and counseling or counselor, yet their special room for group counseling and group counseling, no clock in the class and there is no guidebook implementation guidance services groups and counseling standard group easily applied by guidance and counseling teacher or counselor at school.

Keywords: *Implementation of group guidance service , implementation constraints*

INTRODUCTION

Counseling services in schools can be carried out either individually or as a group. Individual counseling services is implemented through individual counseling services as well as consulting services, while in the group implemented through group counseling services and group counseling services. Both services these groups include a number of participants in groups, with guidance and counseling teacher or counselor as a group leader..

Guidance services group and counseling services group is an important service performed by guidance and counseling teachers or counselors in helping students to personal development, capacity building social relationships, the development of learning activities, career/job, decision-making, as well as carrying out certain activities in accordance with the demands of intelligent character who is praised by the group dynamics (Permendikbud No. 81. A 2013). Based on this quote can be understood that the taxable goods and services is essential guidance and counseling teacher or counselor to the development of self-learners, both for personal development, capacity building social relationships, the development of learning activities, career development/ job title, and decision making.

In terms of the effectiveness of the service, it is important guidance service group and group counselling and implemented, because in one service guidance and counseling teacher or counselor can develop and handle KES KES-T a number of clients. In contrast to individual counseling and consulting services in one service which can only develop and handle KES KES-T a client only. This is in line with the opinion of Prayitno (2012: 150) that "taxable goods and services through the guidance service group and group counselling things that interfere with students' feelings can be expressed, alleviated through sharing way, mind-long, dead-end disbursed through various inputs and new responses; distorted perception and insight rectified through the disbursement of mind, awareness and attitudes explanation is not objective, confined and uncontrolled ".

Preliminary survey

To see the conditions under which the services guidance service group and group counselling in schools, the author has conducted an initial survey of a number of guidance and counseling teacher or counselor who served in schools belonging to groups Deliberation Teacher Counseling (MGBK) Padang Panjang on 27,28,30 August 2014. survey author by giving a simple questionnaire about the program and guidance service group and group counselling services planned by teacher guidance and counselling or counselor at the previous semester and its realization in the semester. This initial survey authors do against the 14 guidance and counseling teacher or counselor who served in SMP Negeri Padang Panjang. The results show that the teachers guidance and counseling or counselors has been performing the services guidance service group and group counselling to foster student, but still not optimal. guidance service group and group counselling held teacher guidance and counseling or counselor on average only 2-3 groups each semester, and its implementation is still menoton. It is also disclosed in the research Mulyadi (2002) which showed that the guidance and counseling teachers not optimum performance of services guidance service group and group counselling in Senior Secondary School 1 Curup. Likewise Aliwanto research results (2014: 48) states that teachers guidance service group and group counselling only carry out services between 2-4 times with the allocation of time provided very limited so do not show optimal results in developing and handling KES KES-T students. And if the service guidance service group and group counselling executed properly, then the service can help develop and handle KES KES-T students as well as helpful in improving self-control students. This is consistent with research

Suko Boediono (2013) showed that the services guidance service group and group counselling can improve self-control students.

From the above description, it is understood that there are gaps or problems between what should be done by the teacher or counselor BK in performing the guidance group services and group counseling. This means that guidance group services and group counseling implemented guidance and counseling teacher or counselor is not in accordance with the standards should be, and face many obstacles and barriers. These conditions encourage the authors to conduct research to reveal more about how the implementation of guidance group services and group counseling in SMP Negeri Padang Panjang and development efforts

STUDY THEORY

1. Counseling is Education

In Indonesia, guidance and counseling into the world of education. Counseling in education in Indonesia is regulated through national education legislation. One of the laws that regulate education is Law No. 20 of 2003 on National Education System (Article 1, paragraph 6). Law No. 20 (Article 1, paragraph 6 states that counselors are educators.

The above statement confirms that the field of employment counselors, including counseling (commonly referred to counseling and guidance) is education. because counseling is education, then all the subject matter as well as the charge chapter and verse legislation National Education System of the above, namely about the understanding of education, functions and duties of national education, education, and the right educational services entirely the benchmark performance of counselors as educator

As for the substance of service BK on education units according ABKIN (2013: 6) is BK is prepared to facilitate the education unit in realizing the educational process that takes into account and answered variety of abilities, needs and interests in accordance with the characteristics of learners.

According to Prayitno (2014: 158) guidance and counseling services entirely within the territory of educational efforts. In an effort to education, learning through service guidance and counseling properly directed and carried out in fulfillment of the conditions of the five dimensions of education.

Along with the above concept, Prayitno (2013) to formulate the concept of counseling in line with the notion of education. The notion formulated counseling reads "Counseling is a service of assistance by professional staff to a person or group of individuals for the development and handling of KES KES-T with a personal focus independently capable of controlling itself through the implementation of various types of services and support activities in the learning process.

From the definition set forth above Prayitno increasingly clear that the counseling is education, where guidance and counseling teachers or counselors providing services to individuals or groups to develop and handle KES KES-T clients through various types of services and support activities in the learning process.

2. Definition and Purpose of guidance Services group and group conseling

Guidance services group is a combination of two words that have two different meanings of words. Shertzer and Stone (1981:417) declare "Guidance was defined as the process of helping pupils to know and understand themselves and their world". This statement can be explained that the guidance is an activity / process associated with the provision of assistance to others so they can get to know and understand themselves and their world, while the group showed a form of interaction that involves several persons acting together to achieve common goals ,

Guidance service group and group counselling is a service in guidance and counseling students to solve problems by leveraging group dynamics. Trotzer (2006: 27) explains that, Group counselling the development of a face to face interpersonal network characterized by trust, acceptance, respect, warmth, communication, and understanding through which a counselor and several clients come in contact in order to help each other confront unsatisfactory or problem areas in the clients' lives and discover, understand and implement ways of resolving those problems and dissatisfaction.

The purpose of the service implementation guidance service group and group counselling according Prayitno (2004: 2) are: development of social skills of students, especially communication skills of participants of service, while the specific objectives of the service guidance service group and group counselling discuss certain topics that contain the actual problems (warm) and be attention of the audience.

Prayitno of the opinion it was understandable that there are two objectives guidance service group and group counselling, namely general purpose and special purpose. The general objective guidance service group and group counseling is to develop the social skills of students. Specifically aims to discuss certain topics that contain the actual problems. So the topics discussed in the guidance group services are topics that have developed at this time, as discusses the impact of social media on the development of adolescents, drugs, HIV-AIDS, the increase in fuel, and so forth. By discussing these topics is expected that members of the group can practice his communication skills by issuing opinions and ideas related to the topics covered, as well as helping to develop social skills group members, for example in terms of respect opinions that exist, then develop a positive attitude in control themselves related to the topics covered.

3. Stages of Implementation Guidance service group and group counselling

Guidance service group and group counselling can be done gradually. Gibson and Mitchell (2011: 293) to create a level service processes guidance service group and group counselling into five stages consisting of (1) the establishment phase, (2) identification stage (the role and objectives of the group), (3) the stage of productivity, (4) the stage realization and (5) the closing stages. The stages are quite similar to what it is expressed by Prayitno (2012: 170), which states that the service guidance service group and group counselling can be done through the five stages of implementation, namely; (1) the establishment phase, (2) an intermediate stage, (3) the stage of activity, (4) the stage of inference, and (5) the termination phase.

Judging from the stages in guidance service group and group counselling delivered by two experts on the above, it was found there are similarities between these stages and only distinguished by the terms used by each of these experts in naming every stage. The description and explanation of each stage in the guidance service group and group counselling are as follows.

4. Time and Place of Service Guidance service group and group counselling

Guidance service group and group counselling can be executed at any time, in accordance with the agreement between the leaders of the group (PK) with members of the group (AK), both scheduled and unscheduled. Along with his time of service guidance service group and group counselling held in places that are comfortable enough for the participants both indoors and outdoors (Prayitno: 2012: 183)

The operational time for each implementation (one session) guidance service group and group counselling approximately 1-2 hours. The first meeting (first session) guidance service group and group counselling usually takes longer for the formation stage, and subsequent sessions were dominated by the processing step. The number of sessions for the provision of services guidance service group and group counselling depending on the needs and the opportunities available. To achieve a more complete and thorough, can be held marathon group activities, ie activities or guidance service group and group counselling and with a number of sessions (3-8 sessions) continuously with breaks as needed distraction.

With this marathon of activities organized a full day or more, many topics and issues can be discussed and / or attempted pengentasannya. As far as possible all the topics and issues raised / experienced by each member of the group to do and pursued pengentasannya.

5. Implementation Strategies and Guidance service group and group counselling

For the achievement of goals by both certainly needed the right strategy. Likewise with guidance service group and group counselling meaning services guidance service group and group counselling will run smoothly and can achieve the desired goals when the counselor put the right strategy in its implementation. For that counselors also must understand how the learning strategies that should be implemented counselors in implementing services and guidance service group and group counselling.

Among the strategies that should be implemented counselors are transformative learning strategy to enable dynamic BMB3 on self-learners. According to Prayitno (2012: 168) guidance service group and group counselling is an excellent field to develop the ability BMB3 through actualization of group dynamics that can occur intensively and effectively in the service of guidance service group and group counselling.

The purpose of the strategy is as follows BMB3.

- 1) Thinking, which looked for associations between the concepts or facts with concepts or other facts (Ellis.HC; 1978), the more numerous and complex concepts and facts linked and increasingly numerous and complex linkages, the higher degrees of activity of thinking question.

- 2) Feeling, the affirmation of what is relevant or scratched in the emotional realm.
- 3) Being, which is aware of predisposing (initial conditions) that (underlying or move) the actions or behaviors.
- 4) Act, the activities concretely and directly with the particular object.
- 5) Responsible, consciously and deliberately put something on the truth and moral force.

Thus for the successful implementation of guidance service group and group counselling, a counselor or group leader should be able to perform the guidance service group and group counselling by implementing strategies such BMB3. With the implementation of the strategy BMB3 group leader is expected participant service or group members can play an active role in creating an atmosphere of group dynamics. Where every participant guidance service group and group counselling plays a role and think what the subject matter, to feel what is at issue and participate behave and act responsibly in the activities of guidance service group and group counselling.

6. Standard Operating Procedures guidance service group and group counselling

Counseling service in schools must be implemented by guidance and counseling teachers or counselors in accordance with standard operating procedures. Prayitno (1997: 80) states that among the standard operational procedures for taxable goods and services, among other counseling group standard procedures of planning, implementation, evaluation, analysis of the results of the evaluation, follow-up and reporting. From the above it is clear there are some standard procedures that must be followed by counseling teacher or counselor in performing the guidance service group and group counselling.

The explanation of each of these standards are as follows:

- a. Planning procedures guidance service group and group counselling planning and by guidance and counseling teacher or counselor to do with planning standards as follows:
 - 1) identify the topics to be discussed,
 - 2) form a group,
 - 3) prepare a schedule of activities,
 - 4) establish procedures for service,
 - 5) establish service facilities, and
 - 6) prepare administrative documents

b. Implementation procedures

Implementation guidance service group and group counselling implemented with standard procedures layanan as follows:

- 1) communicate the guidance service group and group counselling plans
- 2) organizing activities on the taxable goods and services counseling group
- 3) conducting guidance service group and group counselling through the stages of implementation, namely the establishment, transition, activities, conclusions and terminations.

c. The evaluation procedure

Evaluation of the guidance service group and group counselling can be done through the procedure:

- 1) set out to evaluate,
- 2) establish procedures for the evaluation,
- 3) develop an evaluation instrument,
- 4) optimize instrument evaluation,
- 5) process the instrument applications.

d. Analysis of the evaluation results

After the evaluation, as analysis evaluation. Analysis of the results of the evaluation is done by setting the norms / standards of analysis, analyzing, interpreting the results of the analysis.

e. Follow-up

Standard operating follow-up activities in the guidance service group and group counselling done by

- 1) define the type and direction of follow-up,
- 2) communicating action plans to related parties, and
- 3) implement the action plan.

f. Report

Report on the implementation of guidance group service and group counseling conducted in the following manner:

- 1) prepare reports guidance group services and group counseling,
- 2) submit the report to the parties concerned, and
- 3) document service reports.

Based on the above it appears that the implementation phase of the guidance group services and group counseling first is the planning, the planning is done by identifying the topics that will be discussed on the activities of the guidance group service and group counseling will be implemented, whether it will discuss the topic of the task or topic is free. So further until the activity is completed, all done with a regular until the stage of reporting done by a counselor as the leader of the group which then notify the parties concerned.

METHODS

This research is a descriptive study using qualitative and quantitative approaches (mixed research) for various types of information in the form of quality and quantity. describe a variety of things with regard to the implementation of guidance group services and group counseling. This approach was chosen based on the consideration that this study seeks to provide a description of the phenomenon being investigated by means describe and classify facts or characteristics

This study aimed to describe the problems that occur in the field relating to the implementation of guidance group service and group counseling include: viewing skills guidance and counseling teachers or counselors in implementing guidance group services and group counseling as well as see the planning and realization and constraints

Data type of research is quantitative data about guidance and counseling teacher or counselor skill in performing the guidance group services and group counseling, data on the planning and realization. Both figures are through a questionnaire given to 17 research subjects.

RESEARCH RESULT

The research results will author to convey here with regard to the implementation of the guidance group services and group counseling by guidance and counseling teachers or counselors SLTP town Padang Panjang is related to the first skills counseling teacher or counselor implement the guidance group service and group counseling, both the planning and realization and third constraints and development efforts. For detailed be authors describe as follows:

1. Skills Guidance and Counseling teachers or counselors performing the guidance group services and group counseling.

To see counselor skill in performing the guidance group services and counselig service authors provide a questionnaire to guidance and counseling teacher or counselor about their ability to carry out the 24 steps guidance group services in four stages of service. The results can be seen in table 2 below:

Tabel 1.Skill of counselor implemented guidance group service and group counseing

No	Respon den	score	%	Clasification
1	AF	34	47,22	Law
2	MR	39	54,16	Very high
3	FR	46	63,88	average
4	RW	66	91,66	Very high
5	RZ.D	24	33,33	Very law
6	R T	48	66,66	medium
7	IK	48	66,66	medium
8	HD	49	68,05	medium
9	EN	36	50,00	medium
10	SM	31	43,05	Very law
11	SF	29	40,27	Very law
12	NG	37	51,38	law
13	RW	44	61,11	medium
14	JF	26	36,11	Very law
15	MY,	37	51,38	law
16	MD	50	69,44	medium
17	AM	36	50,00	law

From table 1 above shows that the majority of quality classification score guidance and counseling teacher or counselor skills mostly in the category of medium and low. 1 (5.8%) is very high, 3 (17.6%) For more details can be seen in table 2 below:

Tabel 2 : Catagori Scor of Skill Guidance and Counseling Teacher or Counselor

o	Skor	Catagori	F	%
	64-72	Very High	1	5,88%
	54-63	High	0	0 %
	44-53	Medium	6	35,29%
	34-43	Law	7	1,18%
	24-33	Very low	3	7,65 %
		Jumlah	17	100%

2. Planning and realization of guidance group service ang group counseling

The research results related to planning guidance group service and group counseling prepared by guidance and counseling teacher / or counselor can be seen in Table 3 below:

Tabel 3 : Planning guidance group service and group counseling

No	Name of Counselor	Jumlah Siswa Asuh	Rencana Layanan Bkp dan KKp			
			Topik bebas	Topik Tugas	KKp	Jumlah
	AF	70		2	0	4
	MR	4		2	2	7
	FR	64		4	4	12
	RW	21		6	6	18
	RZ.D	30		4	6	16

	R T	99		4	10	20
	IK	99		4	10	20
	HD	00		2	2	6
	EN	08		1	2	5
0	SM	00	2	2	12	36
1	SF	45		2	1	5
2	NG	94		2	2	6
3	RW	70		2	2	6
4	JF	05	0	0	10	30
5	MY,	27		2	1	5
6	MD	80	0	0	0	20
7	AM	6		3	3	9

From Table 3 above shows that 17 guidance and counseling teacher or counselor SLTP Padang Panjang had been planning guidance group services and counseling service well to the topic or topics duty-free and group counseling. Although it appears that the number of guidance group service and group counseling activities planned by the guidance and counseling teacher or counselor is not referring to the number of students they foster.

To see how the realization of implementation planning guidance group services and group counseling are designed for one semester by the guidance and counseling teacher or counselor as shown in table 3 above, its realization can be seen in Table 4 below:.

**Tabel 4 : Realization Guidance group service and
Group counseling**

No	Name Coun selor	Jumlah Siswa Asuh	Rencana Layanan Bkp dan KKp			
			Topik bebas	opik Tugas	Kp	Jumlah
1	AF	170	1	0	1	2
2	MR	94	0	0	0	0

3	FR	264	2	2	2	6
4	RW	221	2	2	2	6
5	RZ.D	130	0	0	0	0
6	R T	299	3	2	4	9
7	IK	299	4	4	4	12
8	HD	200	0	0	0	0
9	EN	208	0	0	0	0
10	SM	300	0	0	0	0
11	SF	245	0	0	0	0
12	NG	194	1	1	1	3
13	RW	270	1	0	1	2
14	JF	205	2	1	3	6
15	MY,	227	2	1	1	4
16	MD	180	5	5	2	12
17	AM	66	1	2	0	3

3. The constraints in the implementation of Guidance group Services and group counseling

From the results of interviews conducted with guidance and counseling or counselor SLTP Padang Panjang obtained some information about the constraints experienced in performing the guidance group services and group counseling are:

- a. Lack of skills guidance and counseling teachers/ counselors performing the services guidance group and group counseling
- b. The absence of a schedule/ clock in the classroom
- c. Whether or not a special room for the implementation of services guidance group and counseling group
- d. The absence of a standard guidebook for implementation services guidance group and group counseling.

Discussion

From the exposure of research results relating to the implementation of the guidance group services and group counseling already implemented by the guidance and counseling teacher or counselor at SLTP Padang Panjang City above shows that the first skill guidance and counseling teachers or counselors in implementing guidance group and group counseling turns out most are still in the category of low and very low. This is certainly an impact on guidance and counseling teacher performance Counselors in implementing guidance group and group counseling

Judging from the ability of guidance and counseling teachers in planning guidance group services and group counseling, it appears that in fact the average guidance and counseling teacher or counselor planning guidance group services and group counseling not refer to the number of students foster, where if students foster for example, 150 students, the group formed by at least 10 groups to guidance group and group counseling, and if each group received one-time activity for the topic or task-free

and counseling, then the group will follow the three activities. If 10 groups means there are 30 activities guidance group services and group counseling during the first half. But the fact that there has not been the case.

Judging from the realization of guidance group services and group counseling services that have been planned by the teacher guidance and counseling over the planning although not ideal, but the actual implementation is not yet ideal, both in terms of quantity and in terms of quality. This may be caused by various obstacles both coming from outside or from a teacher guidance and counseling itself.

The constraints faced by the teacher guidance and counseling or counselors in implementing guidance services groups and counseling services groups, such as lack of skills, then this surely must be improved, not their schedule local entrance must also be fought, not their special rooms may be replaced by rooms were adequate judgments and not any guidebook or guidelines then it certainly is necessary to prepare the book referred by teachers in school guidance and counseling services for the implementation of group counseling and group counseling services.

CONCLUSION AND SUGGESTION

Conclusion

From the foregoing it can put forward some conclusions as follows:

- a. Vocational guidance and counseling junior high school teacher Padang Panjang in conducting group counseling services and group counseling in general still low
- b. Planning group counseling services and group counseling by teacher guidance and counseling have not been in accordance with the number of students of parenting and its realization is still low
- c. Constraints faced by teachers guidance and counseling in performing services group counseling and group counseling, among others due to low skills teacher guidance and counseling, no special hours to go to class, there is no room for the activities of group counseling and absence of guidebook standard that is easily applied by the teacher's guidance and counseling services group counseling and group counseling services.

Suggestions

In connection with the results of this study are some suggestions author to convey:

- a. Guidance and counseling to teachers / counselors to improve their skills in conducting group counseling services and group counseling
- b. To principals to be able to provide facilities that support for terlaksana guidance and counseling services in schools, such as providing special hours for counseling, complementary facility, room and so on.

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